

The Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking Students' in SMKN 1 Bukittinggi

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ABSTRACT

This study analyzes needs of 2nd grade computer networking students at SMK 1 Bukittinggi because computer networking students desperately need English in accordance with their majors. In learning computer networking students of computer networking are still to uses English textbooks that have the same material as general students and this school has 6 majors. The subjects of this study were of 2nd grade computer networking students. The researchers used a descriptive method which uses qualitative and quantitative paradigm. The populations of results of this study were all students of 2nd grade computer networking in SMK 1 Bukittinggi and the samples taken were all students of second grade computer networking with a total of 47 students and samples taken with proportional sampling techniques. The data collection technique used was a questionnaire. Researcher uses documents to collect data in analyzing the suitability of material in English and interview the English teacher that teaches of 2nd grade computer networking in vocational schools especially in SMKN 1 Bukittinggi. The results of this study indicate that 2nd grade computer networking students need more specific English material for vocational students. Finally, ESP program is appropriate in vocational schools so students can understand English lesson.

Keywords: ESP Material, Student's need.

1. INTRODUCTION

In teaching English, it is divided into three categories, teaching English for young learner, teaching English for adolescent, teaching English for adult. According to Zhao and Morgan, children, adolescents and adults have neurological, cognitive and psychological differences in second language acquisition (L2A). Children are generally observed to be intrinsically better learners, while adolescents and adults have developed cognitive skills and self-discipline which enable them to utilize a greater efficiency in the acquisition of a larger volume of comprehensible input within the same exposure time period.¹ It means that teaching English to young learner, adolescent and adult are different. Children are easy to be taught because they were good learner but difficult in discipline while adults and adolescent can be taught to be discipline.

Vocational high school (VHS) is a high school that studies a certain subject as their major such as Engineering major, Electro major, cooking major, and so on. This make their

¹Annie Hong Qin Zhao and & Carol Morgan. *Consideration of Age in L2 Attainment - Children, Adolescents and Adults*, (Bath : The University of Bath , 204), p. .1

English should be taught was different with other senior high school, if the students of engineering are taught with the same material with the ordinary senior high school, it will be less useful for them in the field.

Theoretically, English in VHS could employ the English for Specific Purposes (ESP) approach but practically it tends to be more general. The teacher should teach English that related to their major. According to Schleppegrell and Bowman, ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. ESP covers subjects ranging from accounting or computer science to tourism and business management.² It means that in ESP, English is not taught as a subject that is separated from the students' real world; instead it is integrated into a subject matter area important to the learners.

English for specific purposes (ESP) is teaching English that is relevant with the students' area.³ Therefore ESP course tries to facilitate the students in learning English to support them all activities in special area. Basturkmen stated that ESP is understood as preparing the learners to use English in their academic, professional or workplace environment.⁴ ESP concerns on narrower topic to guide the students establish needed ability to communicate effectively in target area.

In ESP, the teacher should act a little different. Furthermore, Schleppegrell and Bowman also say that teacher of ESP may have to adapt the way she uses English at the beginning of the program so that students can understand. The reason is to enable the students to understand natural speech, spoken at normal speed.⁵ In other words, at first teacher may need to speak more distinctly, allow more frequent pauses than normal, and say things more than once and in more than one way in order to be understood. The students need to adapt with English and English teacher. The more chances they get used with English and English teacher, the possibility of the students to understand the subject might improve.

In learning English, Vocational High School students cannot be separated from English for Vocational. To help them for getting jobs in the international workforce, vocational students must master English both actively and passively. They should be able to use English that related with their majors. However, the students learn English not too different with the general school. Some of the ESP teachers even have the same lesson plan with general English teacher. There are many reasons why ESP material needs to be analyzed.

According to Lamri the term "needs" it self indicates the existence of certain problem that call for intervention and resolving.⁶ In this case, it means to analyze the ESP material in vocational high school and provide it with the better one.

The need analysis is needed so that the vocational high school would produce better students who are ready to face the global world. According to the news article in "Tempo" website, one of the weaknesses from Indonesian workers is their English skill.⁷ The ESP

² Mary Schleppegrell and Brenda Bowman, *ESP Teaching English for Specific Purposes*, (Washington DC : Peace Corps, 1986), p.7

³ Tom Hutchinson and Alan Waters, *English for Specific Purposes A learning Centred- Approach*, (New York: Cambridge University Press, 1987), p. 8.

⁴ Helen Basturkmen, *Ideas and Options in English for Specific Purposes*, (London: Lawrence Erlbaum Associates, 2006), p. 133

⁵ Mary Schleppegrell and Brenda Bowman, *ESP Teaching English for Specific Purposes*, (Washington DC : Peace Corps, 1986), p.89

⁶ Chams Eddine Lamri, *An Introduction to English for Specific Purposes* <http://.faclettre.univ-tlemcen.dz>, (Retrieved on 27/09/2019).

⁷ Iman Hamdi. Hadapi MEA, Bahasa Inggris Jadi Kelemahan Pekerja Indonesia <https://bisnis.tempo.co/read/768118/hadapimea-bahasa-inggris-jadi-kelemahanpekerja-indonesia> (Retrieved on 03/05/2019)

material in VHS was not too different with the general high school. The difference was only on the text that they use as an example, meanwhile the lesson plan, syllabus, and curriculum were the same with the general high school.

In order to get detail information about teaching Vocational English, this study discusses teaching vocational English in second grade at SMKN 1 Bukittinggi. Based on the preliminary research, the researcher did an interview with English teacher of SMKN 1 Bukittinggi, Mrs. Fio said, the syllabus was still general but the teachers English redesign the syllabus into the proper learning material for VHS. The process of redesigning the syllabus into a proper learning material for VHS is done in meeting called Musyawarah Guru Mata Pelajaran (MGMP). MGMP is where all the English teachers are gathered to discuss about the improvement of teaching English.⁸ However, based on syllabus that the researcher got from Mrs. Fio, it was found that syllabus was not different with the general school. Even though she said that in MGMP they already adjust the syllabus into the proper learning material, the only difference with the general school was the example of the conversation and the text they used in teaching.

Researchers assume that this problem may occur because the material obtained is not specific that is the material for VHS does not include 2 language components and 4 language skills in accordance with the vision and mission of VHS and they still get the same material as general high schools. The researchers' assumptions are proven by knowing that teachers use the same books as public schools. Regarding books, teachers do not get a choice, because books are provided by schools and there are non-English books for VHS that have been published in Indonesia. The teacher also uses the same book in teaching each department. For example, the teacher uses the same English handbook in teaching engineering and teaching computers.

Based on the problem above, the researcher was interested that the problem was needed to be discussed in a scientific work which was formed under the title The Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking Students' in SMKN 1 Bukittinggi.

2. METHODS AND PROCEDURE

Design of Research

In this research, the researcher used qualitative and quantitative approach. Tohirin pointed out that qualitative research is a research which meant to understand the phenomena, for example: behavior, perception, motivation, action, and holistic with description way in words and language in natural context with use kinds of natural methods.⁹

One of the research designs in qualitative approach is survey research. As Sugiyono stated "survey method used to get the data collection, for example by circulate questioner, questionnaire, or interview structural.¹⁰ It means that this research will collect the data through survey such as Questionnaire, interview, and documentation.

Population and sample

Researcher takes part or directly involved in the field. The Key informant of the research is the English teacher who teaches at 2nd grade computer networking of SMKN 1 Bukittinggi and some students. There are 5 teachers who taught English in SMKN 1 Bukittinggi and there

⁸ Eflorita Linda, English Teacher of SMKN 1 Bukittinggi, personal interview

⁹Tohirin, (2012),*Metode Penelitian Kualitatif dalam Pendidikan*, Jakarta: PT RajaGrafindo Persada, P. 3

¹⁰Sugiyono, *Metode Penelitian Pendidikan : Pendekatan, Kuantitatif, and R&D* , (Bandung :Alfabet 2007), p.120

are 47 students in computer networking major. It means that researcher needs to use the total sampling as sample of this research which is students of computer networking program.

Technique for Collecting the Data

Instrument is a technique that is used to collect data. There are three instruments to collect the data.

1. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to answer, where researchers do not directly ask respondents. Researcher use Indonesian to make students easy to understand the questionnaire.

2. Interview

The interview was used for collecting the data about the information related to recent approach of English Language Teaching for teacher. The interviews did to English teachers of second grade in SMKN 1 Bukittinggi. The scope of the question of interview is related to the teachers experience in teaching and learning activities during the class, so the data could be generalized to be some classification of applied approaches and methods used by teachers that are indicated factor of student's problems in learning. The data collected from interviews also used for the description and the lack of students need.

3. Document Analysis Checklist

In this instrument, researcher used the three ways in the conceptual framework (source of material, the second is its material conceptualization and the last is its selection and organization) I would to use the research for document analysis checklist. Documentation is a technique which is used to found the data such as, students' handbook, syllabus and lesson plan. The function of document analysis checklist in this study is to support and to provide data validity related to the needs of vocational students in learning English and the compatibility of the material with the majors chosen by students in vocational school.

Technique of The Data Collection

In line with the research design above, the researcher used the Questionnaire, Interview, and Document Analysis Checklist to collect the data in this research. The researcher would distribute questionnaire to 2nd grade of Computer Networking students in SMKN 1 Bukittinggi that consist of 47 students from population, the researcher gives out some interview questions to the English teacher at SMK 1 Bukittinggi, and researcher would check the suitability of English teaching materials with the majors in vocational schools by looking at syllabi, handbook's and lesson plans.

Technique of Data Analysis

The data will be analyzed by using some steps, as according to Sugiyono, it would be explained as follow:¹¹

Data Collection: the researcher collects the data through Questionnaire, Interview and Document Analysis Checklist to identify the material of ESP in SMKN 1 Bukittinggi.

Display the Data: the researcher makes the result of the research that consists of The Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking Students' in SMKN 1 Bukittinggi. The document analysis checklist and

¹¹Sugiyono, (2009), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P. 338.

interview data that were done and were arranged into written text and Display the data from the data has been collecting.

Analyzing and describing the result of document analysis checklist, interview and answers of the questionnaire.

Conclusion: the researcher concludes the finding about The Need Analysis of Learning Materials for Teaching English for Specific Purpose at 2nd grade Computer Networking Students' in SMKN 1 Bukittinggi.

3. FINDINGS AND DISCUSSION

Findings

The first instruments of the research used to collect the data to analyze are needs, lacks, and wants the students. The questionnaire was held to second grade students of computer networking. The number of questions there are 15. The questionnaire was conducted for two days via WhatsApp then the researcher sending file and submitted by take a photo the questionnaire that has been filled. The Questionnaire has been planned to collect the data according to the relevance kinds of research in research methodology, the method of this research related to collect the data was using the appropriate of instruments. This instrument had the aiming and purposes itself, including the target of data, wanted to collect based on the data needs of this research based on the research question and research identification of the problem. In this data about basic matters related to students needs in this need of analysis research.

The Description of Questionnaire Data

The first instruments of the research used to collect the data to analyze are needs, lacks, and wants the students. The questionnaire was held to second grade students of computer networking. The number of questions there are 15. The questionnaire was conducted for two days via WhatsApp then the researcher sending file and submitted by take a photo the questionnaire that has been filled. The Questionnaire has been planned to collect the data according to the relevance kinds of research in research methodology, the method of this research related to collect the data was using the appropriate of instruments. This instrument had the aiming and purposes itself, including the target of data, wanted to collect based on the data needs of this research based on the research question and research identification of the problem. In this data about basic matters related to students needs in this need of analysis research.

Statement numbers 1-5 are about students' needs in learning English. This aspect contains statements and question consisted of 5 (strongly agree, agree, neutral, disagree and strongly disagree) kinds of choices that represented student's goals. The first statement, there are 22 students tend to choose strongly agree statement about English useful for reading an application's instruction manual. The second statement, there are 18 students tend to choose agree about English is useful for writing letters or e-mail. The next statement, there are 16 students tend to choose neutral about English is useful for writing report when working. The fourth statement, there are 27 students tend to choose strongly agree about English is useful for communicating with visitors from abroad. And the fifth statement, there are 28 students tend to choose strongly agree about the students feel English is useful for traveling and reading notice abroad. So, the most students are tended to choose statement about English is useful for traveling and reading notice abroad because the students feel that in every command or notice most use English.

The next statement numbers 6-10 are about students' lacks in learning English. This aspect contains statements and question consisted of 5 (strongly agree, agree, neutral, disagree and strongly disagree) kinds of choices that represented student's goals. The sixth statement, there

are 19 students tend to choose strongly agree statement about the students want to improve their English by increasing practice in English lessons. The seventh statement, there are 19 students tend to choose agree about English can train them in writing, listening, and speaking in English. The eighth statement, there are 15 students tend to choose agree statement about the students prefer to learning English conversation directly practiced in front of the class. The next statement, there are 19 students tend to choose neutral about the student's interest in learning English by using video related to computer networking. The tenth statement, there are 22 students tend to choose neutral about the students prefer learning English by reading books about computer networking. The most students tend to choose statement about the students prefer learning English by reading books about computer networking because what students need is the suitability of the material with their major.

The last statement numbers 11-15 are about students' needs in learning English. This aspect contains statements and question consisted of 5 (strongly agree, agree, neutral, disagree and strongly disagree) kinds of choices that represented students' purpose. The eleventh statement, there are 16 students tend to choose neutral statement about the students love to learning English individually in the class. The twelfth statement, there are 18 students tend to choose neutral about the student love to learning English pair work in the class. Then statement number thirteen, there are 16 students tend to choose agree statement about the students like to learn English in groups in the class. The fourteenth statement, there are 16 students tend to choose neutral about the student to write new vocabulary when the teacher explains English lessons. And the last statement number fifteen, there are 14 students tend to choose agree about the student's interest in learning English by listening. So, the most students tend to choose statement about learning English pair work in the class because when studying groups of the students who are still weak in learning English can be assisted by smart students.

The Description of Interview Data

The second instruments of the research used to collect the data to analyze an applied ESP in SMKN 1 Bukittinggi. The interview was held to English teacher of second students at computer networking class. The number of questions is 6 points. The interview was held by researcher on Sunday, 12 April 2020 by phone.

Researcher: How to find out the student's needs, student's wants and student's lack, would you like to describe your learning process in the class?

Teacher: Before learning begins, I did Pre-test, like I have a new topic and last week I explained another topic and then I linked it to a new topic material. So, I connect old lessons and new lessons to establish student's background knowledge¹²."

Related to learning process, the English teacher consider the best teaching method for computer networking students to establish their background knowledge, so they can get into new lesson and to find out the needs, lack, and want of students major.

The next question aims to explore and identify the point of identification of the problem and research question, the question wants to collect data about the teacher's problem in teaching English. This question wants to analyze the factor problem faced by students in learning English related to the teacher as the source of information and caused the students problems. The result of this question can be seen below:

Researcher : What are the teacher's learning and teaching problem in English course of vocational school?

¹² Desraleni, English Teacher of SMKN 1 Bukittinggi, interview by phone 2020 (12 April 2020)

Teacher : The problem in learning and teaching process, in our school still lack in learning facilities such as “in focus” in the class. Then the students learning sources are still lacking, I have to add learning sources from the internet to be taught to students. The student has no ability in English especially in vocabulary. “

English as the target language in this need’s analysis research is so many problems for teachers because of student’s abilities still in a low level due to lack of motivation in learning English.

The question number three of the interview was conducted, the data about integrating those skills could be seen below:

Researcher : How do you integrate of English skills based on students Major in designing course design?

Teacher : Because in vocational high school are still general, before doing learning activity, I try to establish students background knowledge by ordering them to come forward before the class to speak up related to their major such as computer networking for whom computer networking major or machine for whom machine majoring. After that, I connect their explanation to the material that I will teach like is “procedure text”.

The teacher’s role is very influential in the learning process at school, because the teacher can know what must be applied to students major.

The fourth question has about English Language Teaching, in this point the question aimed to find the data related to the appropriate approaches which had been implemented and the suitable approach could be planned based on the analysis of need, including of the students’ lacks. The data found as below:

Researcher : What kinds of the best approaches to be applied for Computer networking Class in English Subject of your students Teaching and Learning Activity?

Teacher : I applied communicative visual approach that are technology and communicative and increase vocabulary and treatment to computer networking students.

It can be analyzed that the teaching technique approach is based on an easy to apply for the teacher. The teacher in choosing such teaching method is good but is better to consider based on student’s needs.

This answer of the question represented to next question; the question is:

Researcher : What are the approach and programs of English that have been applying in order to increase your students in mastering of English course?

Teacher : The approach and programs that I use when teaching in computer networking are: vocabulary and treatment, visual communicative, improving speaking ability, write down a day’s experience, and mastery of the material that has been taught to students major.

The last question about the suitability of the learning tools, device and books provided at school, the English teacher explains the answer to question, can be seen below:

Researcher : Related to Learning tools and device, have the books been suitable for your students of Vocational School?

Teacher : The books and curriculum used are still general, so in fact the learning tools, device and books are not suitable with the major in vocational school, because the basic competencies applied more general not line with the majors of computer networking.

The teacher never analysis from students need, but it was not any reason instead of just because there was no found yet of suitable methods for teaching and learning English to be implemented. In fact, related to student’s problem in learning was clear caused by English

Language Teaching factors. Curriculum development and course design the teaching method of teacher was the crucial and fundamental thing that was given the effect on student's skill.

The Description of Document Analysis Checklist

Source of ESP Material

The data that was gathered by document analysis checklist, the result of data that collect from the instrument of the research kind of the document analysis checklist contained the information of the main topics: those are about Source of ESP material, Material conceptualization, and Selecting and organizing the material and activities.

Table 4.1
Source of ESP Material

Indicator	Descriptor	Checklist	
		Yes	No
1. Published Material (magazine, journal, hand book)	1. The teacher uses published material as the source of material	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specially Written	2. The teacher uses specially written material as the source	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Adapted from Public Material	3. The teacher uses general handbook, but she reform it	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Internet	4. The teacher uses internet as the sources	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The first aspect of the data from this document analysis checklist sheet can be described on below:

Based on the table above, the result of the first document analysis checklist showed that the teacher uses “published material” as source of material for computer networking students. And the second showed that the teacher doesn't use specially written material by the teacher as a source of material. The third document analysis checklist showed that from students' handbook the English teacher doesn't matching to the needs of student's major. And the last document analysis checklist showed that the teacher uses internet as the sources of material to students. The result of document analysis checklist showed that the 2nd grade computer networking students at SMKN 1 Bukittinggi the sources of material are still in general and not suitable with students major where there is still no material element that included two language components and four language skills in the material resources which is taught by teachers at SMKN 1 Bukittinggi. Most of the material contained elements of reading and writing only and was not in accordance with the purpose of the ESP material.

Material Conceptualization

The other aspect of the item in ESP materials document analysis checklist was about material conceptualization in ESP material. In the second item of the document analysis, the data can be described below:

Table 4.2
Material Conceptualization

Indicator	Descriptor	Checklist	
		Yes	No
1. Define	1. Define the suitability of the materials with the syllabus and lesson plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	2. Evaluate available resources match them with the syllabus and lesson plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Evaluate	3. Designate one or two syllabus as dominant	<input type="checkbox"/>	<input type="checkbox"/>
3. Designate		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Based on the table above, the result of second document analysis checklist showed that the concept of material with the syllabus and lesson plan is suitable but the material still is general. The second document analysis checklist showed that sources of English material in SMKN 1 Bukittinggi is matching with syllabus and lesson plan but the material still is general. And the last showed that basic competencies in syllabus the students are more dominant to “analyzing” and “composing text”. The material conceptualization presented was in accordance with students’ the syllabus and lesson plan but this English lesson was not valid with the majors of computer networking.

Selecting and organizing the material and activities

The last item of the document analysis sheet that was Selection and organizing the material and activities, it was about the suitability or not of English material with computer networking major. In the last item of the document analysis, the data could be described below:

Table 4.3
Selecting and organizing the material and activities

Indicator	Descriptor	Checklist	
		Yes	No
1. Effectiveness in achieving the course purposes	1. The material should be effective to achieve what the students need to achieve.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	2. The material should be related to the students’ major.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	3. The material will be in accordance with the students’ capabilities and not too difficult for them.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Based on the table above, the third document analysis checklist showed that learning materials the 2nd grade of students’ computer networking at SMKN 1 Bukittinggi not achieved what the students needed to students major. The second indicator showed learning materials are not related between the syllabus, lesson plan, and students’ handbook because learning materials are still general. And the last indicator showed that the materials are not in accordance with the students’ ability in SMKN 1 Bukittinggi. The three indicator states that the concept of the material presented was in accordance with students’ handbook, syllabus, and lesson plan but this English lesson was not valid with the majors of computer networking.

The Analysis of Data

In this part want to answer the research question “what are the students’ needs related with material at the 2nd grade students of computer networking at SMKN 1 Bukittinggi in learning English?” the researcher has done research using questionnaire, interview and document analysis checklist.

The results of the questionnaire there are 15 statements and the first part of the statement about “necessities associated with student majors in future” there are 5 statements; the most students tend to choose strongly agree there are 95% students that statement about English is useful for traveling and reading notice abroad. The second part of the statement about “lacks of students in learning material” there are 5 statements; the students choose neutral there are 65% students that statement about the students prefer learning English by reading books. The third part of the statement about “wants the students major in learning material ESP” there are 5

statements, the most students choose neutral there are 71% students that statement about the student love to learning English pair work in the class.

The result of the interview there are 6 questions asked to English teacher who teach at second grade students of computer networking. And the result from interview is the teacher never analysis from students need, but it was not any reason instead of just because there was no found yet of suitable methods for teaching and learning English to be implemented. In fact, related to student's problem in learning was clear caused by English Language Teaching factors. Curriculum development and course design the teaching method of teacher was the crucial and fundamental thing that was given the effect on student's skill.

The result of the document analysis checklist, there are 3 tables and the first table about "**Source of Material**", the result of the first document analysis checklist showed that the teacher uses "published material" as source of material for computer networking students. And the second showed that the teacher doesn't use specially written material by the teacher as a source of material. The third document analysis checklist showed that from students' handbook the English teacher doesn't matching to the needs of student's major. And the last document analysis checklist showed that the teacher uses internet as the sources of material to students.

The result of document analysis checklist showed that the 2nd grade computer networking students at SMKN 1 Bukittinggi the sources of material are still in general and not suitable with students major.

The second table about "**Material Conceptualization**", the result of second document analysis checklist showed that the concept of material with the syllabus and lesson plan is suitable but the material still is general. The second document analysis checklist showed that sources of English material in SMKN 1 Bukittinggi is matching with syllabus and lesson plan but the material still is general. And the last showed that basic competencies in syllabus the students are more dominant to "analyzing" and "composing text". The material conceptualization presented was in accordance with students' the syllabus and lesson plan but this English lesson was not valid with the majors of computer networking.

And the third table about "**Selecting and Organizing the Materials and Activities**", the result of the third document analysis checklist showed that learning materials the 2nd grade of students' computer networking at SMKN 1 Bukittinggi not achieved what the students needed to students major. The second indicator showed learning materials are not related between the syllabus, lesson plan, and students' handbook because learning materials are still general. And the last indicator showed that the materials are not in accordance with the students' ability in SMKN 1 Bukittinggi the three indicator states that the concept of the material presented was in accordance with students' handbook, syllabus, and lesson plan but this English lesson was not valid with the majors of computer networking.

Discussion

English for specific purposes (ESP) is teaching English that is relevant with the students' area.¹³ It means to analyze the ESP material in vocational high school and provide it with the better one. The word "specific" shows special linguistic needs in learning English and special area as the purpose why the students learning English. Hutchinson and Waters defined learning as the way to think about what route can be taken to learn English for their specific purpose¹⁴. It can be concluded that target need and learning are the components that must be existed in the instrument that is used to analyze the students' need. Although the students need analysis is the

¹³Tom Hutchinson and Alan Waters, *English for Specific Purposes A learning Centred- Approach*, (New York: Cambridge University Press, 1987), p. 8.

¹⁴ Tom Hutchinson and Alan Waters, *English for Specific Purposes ...*, p. 55-61

first stage before arranging a course design, it cannot be conducted if course designer does not consider target need and learning need of the students.

This type analyzes what the learners must conduct with English in target situation. In other word, what are English linguistic elements that must be learn to communicate in target area. It can be more understood by looks some components in target situation that are necessities, lacks, and wants. Necessities relate to what English needs to be known by the learners in order to play an active role in the language it learns. While the lacks are what are the difficulties faced by students in learning English related to the early knowledge of English possessed by the learner that is what the learner has not learned yet. The findings on the lacks are very useful to determine the starting point of the teaching program so that it will create the effectiveness of the teaching program to achieve the target needs, and the wants are the students' opinion and the students' hope personally in learning English.

4. CONCLUSION

Based on the discussion of previous chapter, the researcher can conclude that students of 2nd grade computer networking in SMKN 1 Bukittinggi need to learn English because English lesson is important for students major in the working environment. In the working environment English will always presented in everyday life an example is for students of computer networking, and computer use English as the instruction. The result of existing data, students are interest in learning English if doing practices such as conversation or directly talking with visitors from aboard because the practices will make the students challenged and confident in communicating with foreigners.

The researcher can be concluded necessities relate to what English needs to be known by the learners in order to play an active role in the language it learns. While the lacks are what are the difficulties faced by students in learning English related to the early knowledge of English possessed by the learner that is what the learner has not learned yet. The findings on the lacks are very useful to determine the starting point of the teaching program so that it will create the effectiveness of the teaching program to achieve the target needs, and the wants are the students' opinion and The students need is related to English subject matter, which is the suitability of teaching materials with the majors of computer networking. The 2nd grade students of computer networking at SMKN 1 Bukittinggi needed more specific English material in computer networking field. It is support by the questionnaire, interview and document analysis checklist showed students stated that they learn English because they purpose to communicate and understanding in English the computer networking activities and the working environment.

5. SUGGESTION

The English teacher can combine English subject syllabus and computer networking subject syllabus to design an English course for the computer networking students so that the students not only will learn about material computer networking but also, they will learn the usage of English in computer networking activities and the teacher are expected to be able to create ESP program for students major.

The student of computer networking to focus more on learning English when the material is adjusted to the major or ready using ESP at the school.

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